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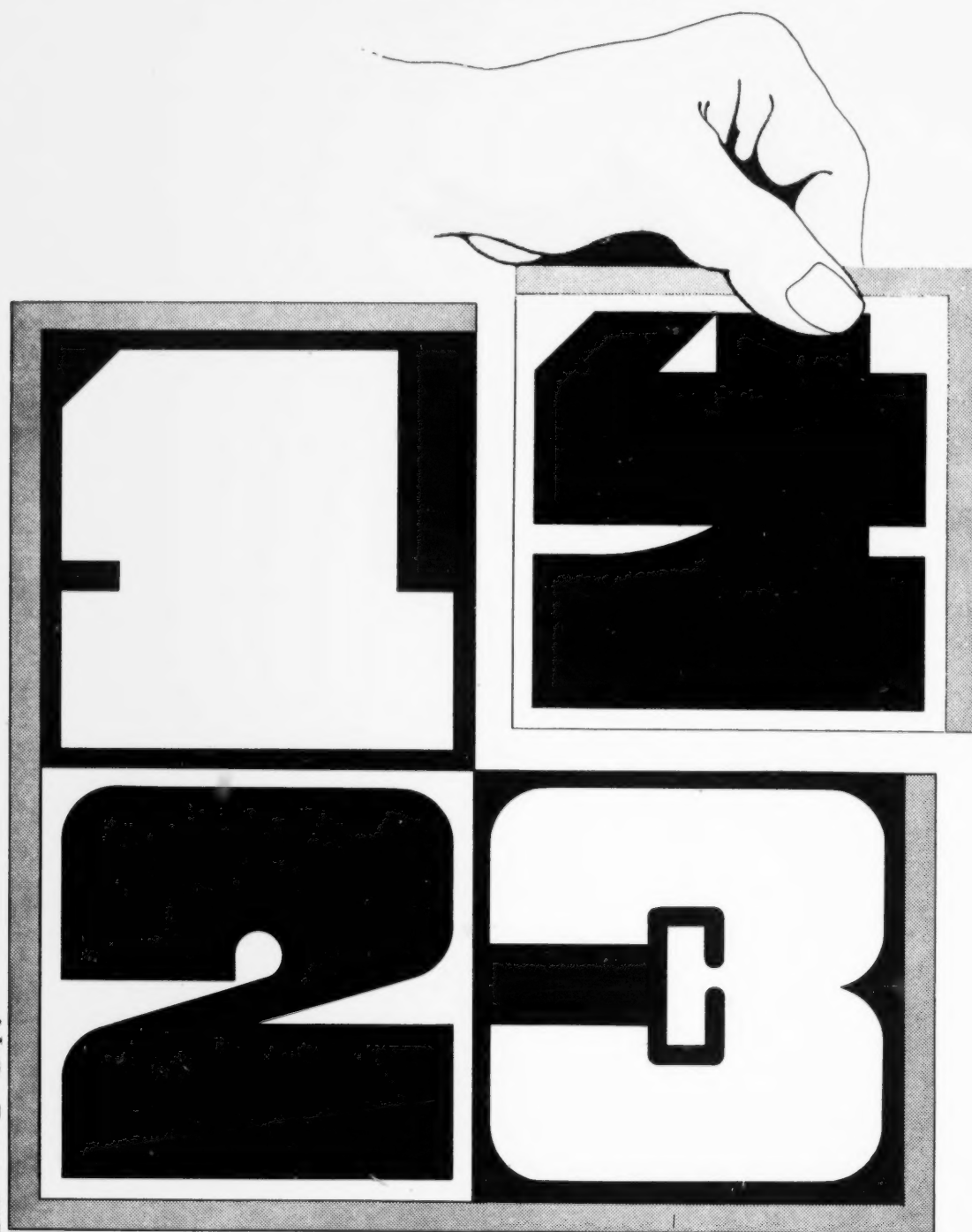
ABSTRACT

This document discusses the rationale for the extended school year (ESY) and describes the basic types of extended school year plans. It presents Arizona legislation relative to the extended school year and outlines the State Board of Education policy. An extensive annotated bibliography lists books, pamphlets, articles, reports, bibliographies, and filmstrips on the subject. To provide the basic information to citizens, board members, teachers, and administrators, the document presents general questions and answers about the extended school year and suggests specific questions that should be answered before implementing a program. The presentation is appended with a model for committee study for ESY, a model for needs assessment for ESY, and samples of ESY calendars.
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The Extended School Year

(an information packet)



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THE EXTENDED SCHOOL YEAR

(AN INFORMATION PACKET)

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1535 West Jefferson
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1972

ESY INFORMATION PACKET

The press, professionals, and the general public are giving increased attention to ESY. At this time, more than 40 ESY programs are in operation from Florida to the State of Washington and from California to New England.

The Legislature, through H.B. 2019, has now made it possible for the public schools in Arizona to operate an Extended School Year Program.

The purpose of this packet is to provide basic information to citizens, board members, teachers, and administrators about EYP.

Further technical assistance requests should be directed to:

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I. THE EXTENDED SCHOOL YEAR

The rationale for the extended school year is:

1. Schools are closed during the summer months with little or no use made of their resources.
2. Many teachers seek employment in unrelated occupations during the summer because they cannot practice their profession.
3. Large groups of students cannot find summer jobs and have many hours of idleness and boredom.
4. The nine-month school and the three-month vacation calendar was formulated for an agricultural society, and
5. Increased costs of education and increased taxation makes it obvious that schools can no longer afford to be empty for long periods of time.

There is currently great interest in an educational practice that was common 150 years ago. In the early 1800's, city school districts were in session 45 or more weeks per year. At the same time, rural districts were offering a shorter school year based on the labor needs of an agricultural economy. Following the 1830's, cities gradually increased vacation periods thus reducing the number of instructional days. Simultaneously, farm areas increased instructional days until the calendars became roughly equal--and the three-month summer vacation became a tradition--in the early 1900's.

In the last 60 years, there have been many attempts made to extend the school year. With the exception of summer school programs, no ESY program implemented before 1967 survives. Since 1967, more than 30 programs have been successfully implemented across the country. The media, the professional literature and the general public are giving increased attention to the concept.

Although there are many ESY plans, nearly all are variations of four basic types:

SUMMER PLANS
EXTENDED SEMESTER PLANS
TRIMESTER PLANS
QUARTER PLANS

SUMMER PLANS. ESY summer plans differ from traditional summer programs in the selection and character of course offerings. Make up and recreational programs are included, as in the past, but emphasis is placed on enrichment, remedial, and acceleration programs. Although acceleration is not best for all children, those who can benefit from it can save one out of six secondary school years under this plan.

EXTENDED SEMESTER PLANS. The extended semester plan does not stagger attendance or add terms to the school year. Summer vacation is shortened but not eliminated. Each of the usual 90-day semesters is extended by as much as 15 days giving a school year of up to 210 instructional days. The additional time can be used for enrichment, remediation and acceleration. Slower learners and disadvantaged pupils can receive assistance while carrying a lighter daily class load and still complete course requirements. At the secondary level a pupil can complete six years of academic work in five calendar years.

TRIMESTER PLANS. In simplest form, a trimester plan consists of three 60-day terms. The advantage lies in more flexible course offerings and in easier course rescheduling. Terms can be lengthened to 70 or 75 days each yielding a school year of 210 to 225 instructional days. The possibilities for enrichment, remediation, acceleration and differing rates of progress then are much the same as those observed under extended semester plans. By lengthening class periods, the instructional hours in a trimester equal those in a semester. Theoretically, at least, a district could have one-third of its pupils on vacation at all times, thus realizing a space saving.

QUARTER PLANS. Each quarter may consist of from 45 to 60 instructional days. Pupils may be required to attend four lengthened quarters with possibilities for enrichment, remediation, acceleration and differing rates or progress as noted above. Among the many variations of quarter plans are plans which provide for one-fourth of the pupil population to be on vacation in each quarter, plans which stagger pupil attendance, and plans with voluntary attendance options including plans offering a fifth quarter of regular school given in summer. By combining individualized instruction with flexible quarter plans, schools can run literally year-round and pupils can take vacations at whatever times their parents wish.

Many arguments have been advanced for ESY programs. Among these are: greater chances of success for slower and disadvantaged pupils, acceleration for some pupils, enrichment, improved status for teachers, occupying youth during the summer, and economy.

II. THE EXTENDED SCHOOL YEAR IN ARIZONA

ARIZONA REVISED STATUTES, TITLE 15 CHAPTER 3, Article 1

CHAPTER 115

HOUSE BILL 2019

AN ACT

RELATING TO EDUCATION; AUTHORIZING THE OPERATION OF CERTAIN SCHOOLS ON AN EXTENDED YEAR BASIS; AUTHORIZING FINANCIAL AID TO BE PAID ON THE BASIS OF THE EQUIVALENT OF ONE HUNDRED SEVENTY-FIVE DAYS ATTENDANCE; REQUIRING CERTAIN SCHOOL DISTRICTS TO EMPLOY SEPARATE BUDGETS FOR SCHOOLS ON EXTENDED SCHOOL OPERATION; AMENDING SECTIONS 15-301, 15-321, 15-442 AND 15-1212, ARIZONA REVISED STATUTES; AMENDING TITLE 15, CHAPTER 11, ARIZONA REVISED STATUTES, BY ADDING ARTICLE 2.2.

Be it enacted by the Legislature of the State of Arizona:

Section 1. Legislative intent

The legislature intends by this act to authorize school districts to evaluate, plan and employ the use of extended school operation programs. It is anticipated that the open selection of the type of extended school operation from various proposals will allow sufficient flexibility to enable each district which seeks to utilize an extended school year rather than the traditional school year operation to suitably fulfill the educational needs of its pupils.

The preliminary evaluation and continuing supervision and assistance by the department of education are provided to guide in the establishment of a workable extended school operation to allow a more economical, full utilization of facilities and personnel. The legislature does not intend to increase or decrease the amount of school financial aid otherwise provided under current programs, but merely intends to authorize a conversion from average daily attendance in the one hundred seventy-five days of operation for which financial aid is payable in the traditional school year operation to attendance computations based on the equivalent instructional period for each pupil in an extended school operation.

ARS 15-301. School Year; School Month; Holidays

- A. Except as may be otherwise authorized by the superintendent of public instruction to accommodate an approved extended school operation, the school year shall begin July 1 and end June 30 and a school month is twenty school days, or four weeks of five days each.

(Chapter 3, Art. 2)

ARS 15-321. Compulsory School Attendance; Exceptions

- A. Every person who has custody of a child between the ages of eight and sixteen years shall send the child to a public school for the full time that school is in session within the district in which the child resides except that if a school is operated on an extended year basis each child shall regularly attend during school sessions which total not less than one hundred seventy-five days, or the equivalent as approved by the superintendent of public instruction, during the school years.

ARS 15-442. General Powers and Duties

- A. The board of trustees shall:
 - 1. Maintain the schools established by them. Schools shall be maintained for the attendance of each pupil for a period of not less than one hundred seventy-five school days, or its equivalent as approved by the superintendent of public instruction for a school approved for extended year operation, in each school year, and if the funds of the district are sufficient, for a longer period, and as far as practicable with equal rights and privileges.

CHAPTER 11

SPECIAL PROGRAMS

ARTICLE 2.2. EXTENDED SCHOOL OPERATION

ARS 15-1137. Extended School Operation; Powers and Duties of State Board

- A. The state board of education shall:
 - 1. Establish standards and requirements for the qualification of school districts which may operate on an extended school operation year basis.
 - 2. Establish standards and evaluation criteria for school district extended school operation programs.
 - 3. Review the proposed extended operation program of any qualified school district as to conformity to standards and the evaluation of appropriateness of priorities, workability of procedure and overall value.
 - 4. Approve or disapprove proposed extended school operation programs, with approval being subject to availability of sufficient department staff for supervision and assistance.
- B. The state board of education may promulgate all rules and regulations necessary to the operation of this article. Added Laws 1972, Ch. 115.

ARS 15-1137.01. Extended School Operation; Powers and Duties of Superintendent

- A. The superintendent of public instruction shall:
 - 1. Prepare and distribute all necessary forms for application by any school district for state authorization for a district extended school operation program.
 - 2. Prepare and distribute all necessary budget or reporting forms which may be required for the purpose of this article.
 - 3. Cooperate with and provide continued supervision of all extended school operation programs to determine compliance with the provisions of this article, the state board standards and qualifications and the proposed program as submitted to and approved by the state board.
- B. The superintendent may:
 - 1. Authorize a school district with program approval for extended school operation to employ a fiscal year other than one beginning on July 1 and ending June 30, and to appropriately adjust the respective budget dates.
 - 2. Authorize and assist in arrangements for any necessary adjustments of employment contracts, the dates and respective percentages of apportionments of general and categorical assistance and attendance computations to be based on each pupil's attendance during the respective one hundred seventy-five days of school operation, or the equivalent as approved by the superintendent, in which the pupil is enrolled. Added Laws 1972, Ch. 115.

ARS 15-1137.02. School or School District Operation on an Extended Basis; Separate Budget

- A. Any school district which is qualified and which obtains approval of the state board of education may operate on a four quarter, three semester or other extended school operation basis in cooperation with and under the supervision of the superintendent of public instruction.
- B. Any school district which operates some but not all of its schools on an extended school operation basis shall remove such schools from the district budget, proportionately reduce the district budget amounts and employ a separate budget for each of its schools with an extended school operation.
- C. The superintendent of public instruction shall supervise the conversion of any school district budget as required by subsection B to insure application of all budget requirements.
- D. For any school or school district which operates on an extended school operation basis in cooperation with and under the supervision of the superintendent of public instruction all additional expenses occasioned by the extended school operation shall be excluded for the first twelve months

operation only from the computation included in the budget six percent limit check as prescribed by the terms of section 15-1201. Added Laws 1972, Ch. 115.

(Chapter 12, Art. 2)

ARS 15-1212. Apportionment of Funds

- (c) For common or high schools which maintain an approved extended school operation, attendance shall be based on a computation, as prescribed by the superintendent of public instruction, of the one hundred seventy-five days equivalency of instructional time as approved by the superintendent during which each pupil is enrolled.

STATE BOARD OF EDUCATION POLICY
FOR EXTENDED SCHOOL OPERATION

Legislative Intent:

The Legislature intends by this Act to authorize School Districts to evaluate, plan and employ the use of extended school operation programs.

The preliminary evaluation and continuing supervision and assistance by the Department of Education are provided to guide in the establishment of a workable extended school operation to allow a more economical, full utilization of facilities and personnel.

Standards and Requirements for the Qualification of School Districts:
(ARS: 15-1137-A.1)

In order to qualify for State Board approval, a school must be a public common or high school of the State of Arizona.

There must be a sufficient number of classrooms and teachers to operate a workable extended school year program.

If any additional costs occur, they must be borne by the local school district.

Standards and Evaluation Criteria for Approval of Districts to Operate an Extended School Year Program: (ARS: 15-1137-A.2)

A need for an extended school year program must be demonstrated showing a more economical utilization of facilities and personnel or curriculum improvement.

There must be evidence of program planning involving students, faculty, parents and community.

The objectives of the program must be clearly defined.

The implementation procedure must carry out a full cycle of operation for all students.

There are to be phase-in checkpoints for progress evaluation for each step of implementation.

There is to be an outcome evaluation for ascertaining objective accomplishment.

The State Superintendent of Public Instruction shall be responsible for providing Departmental staff and guidelines for assisting and supervising districts who wish to operate and/or plan extended school year programs. (ARS: 15-1137-A.4)

III. GENERAL EXTENDED SCHOOL YEAR QUESTIONS

- Q. What does "Extended School Year" mean?
- A. Extended School Year means that the school calendar is modified to increase curricular flexibility, pupil attendance options, facilities use options or any combination of these.
- Q. Isn't ESY also known by other names?
- A. Yes, several. Year-round education or year-round school and 12-month school are the more common ones. They can be somewhat misleading, though. We often are not talking about having individual pupils in school all year. We usually are talking about extending the time in which school resources are used.
- Q. How is school calendar modification approached?
- A. There are two approaches, quantitative and qualitative. In general, quantitative means housing more pupils in existing physical plant and qualitative refers to educational program improvement. Both are legitimate goals--and they are not mutually exclusive.
- Q. Which approach is more common?
- A. Emphasis seems to be shifting now toward the qualitative approach. Obviously, the decision has to be based first on the needs of the children in the district and then on the circumstances that obtain in the district.
- Q. Why is there less emphasis on the quantitative?
- A. The qualitative-quantitative questions are really two sides of the same coin. We said that they are not mutually exclusive, and it's important to keep in mind that each approach contains some elements of the other. I think two things have become apparent in the last couple of years that account for the shift. First, a district must have the right combination of conditions in order for ESY to be a money saver. Many districts have some of these conditions but only a few districts have all of the requisites. Second, ESY has proven itself a viable way to buy educational program improvement at low additional cost.

Q. What are the circumstances or conditions a district would need to have to make a quantitative program work?

A. It seems that one of three situations would have to exist. First is the case where a rapid and large population increase is a certainty.

The second situation would be the district with overcrowding but with little or no projected growth. In a case such as this, it is usual to find that enrollments in kindergarten and the first three grades are stabilizing or even declining slightly. The pressure tends to be in the upper grades. If construction is undertaken to relieve the overcrowding and no pupil growth occurs, the district could have space on its hands in a few years but still go on paying for it. A staggered ESY program could relieve the present space crisis and eliminate or sharply reduce new construction. Even if air conditioning is needed, it's cheaper than construction.

The third situation would be where a district is bonded to capacity and cannot build additional buildings.

Q. Let's talk about some specific plans. How many are there and what are they?

A. There are over 200 ESY plans on paper and over 40 in operation. Most plans can be categorized under four headings: modified summer programs, extended semester plans, trimester arrangements, and quarter plans with their many variations.

ESY summer plans differ from traditional summer schools in the selection and character of course offerings. Make up and recreational programs continue to be a part of the summer program, but there is new emphasis on enrichment, remediation and courses for advanced credit. This offers the possibilities of broader educational experience and, for some young people, acceleration. Although acceleration is not best for all pupils, those who can benefit from it may save one out of six secondary school years under this plan. Some slight space and financial savings might be realized through the acceleration of pupils, but a bigger saving results whenever the program prevents a retention. The district saves money when it does not have to put a pupil through the same grade a second time, and the pupil escapes the stigma of retention. That's the biggest saving of all.

Extended semester plans do just what the name says. Each semester is extended by as much as 15 days, giving a school year of up to 210 instructional days. Summer vacation is shortened but not eliminated. Traditional recesses (and a new one at the Fourth of July) are preserved. The philosophy of the extended semester plan is to provide greater educational opportunities for all pupils by investing the time gained in curriculum enrichment. Slower learners and disadvantaged pupils can spend more time on remediation and building a sound educational foundation before proceeding

to the next higher level. In the upper grades the additional time afforded by the plan allows for advanced and independent study, for remediation, for enrichment through a broader choice of courses, and for acceleration. At all levels, pupils with no handicap other than the fact that they simply are not as gifted as many of their peers may take less academic work per day, yet in the course of the longer academic year successfully complete the requirements for admission to the next higher level.

As for trimester designs, a simple redefinition of the present school year could create what might be called a trimester calendar. If the present 180-day academic year were thought of as three 60-day terms rather than two 90-day terms, it could be called a trimester calendar. Unless there were other, more significant changes, this change would be only of labels. By recasting curriculum, particularly at the secondary level, into integral, 60-day courses a significant change might be brought about. A pupil's program could have fewer strictures of lock-step sequence, he might not have to wait a year before repeating a failed course, he might have more courses to choose from in fulfilling subject area requirements and, should there be a pupil-teacher conflict, he might be less inclined to tune out or drop out knowing that another course option is available to him in 60 days and he does not have to wait an academic year before the situation can change.

By extending each trimester to 70 or 75 days, a school year of 210 to 225 days is created. At least two important options then become apparent. By lengthening the instructional day, the instructional hours in a trimester can equal those in a traditional semester. Pupils would need to attend two of the three trimesters to satisfy minimum requirements. Theoretically, one third of the pupil population could always be on vacation. This clearly saves a lot of space. Schools, however, do not exist independent of their communities and few, if any, Arizona communities are presently prepared to absorb up to one-third of the pupil population during the school year.

The second major option requires pupils to attend all three trimesters. This keeps vacations uniform. The possibilities for acceleration, remediation, and enrichment are great. At the secondary level a pupil can complete four years of academic work in three years without losing the opportunity to take desirable electives. At any level gifted pupils can complete basic course requirements and have time to take advanced courses. Slower learners and disadvantaged pupils can receive remediation and enrichment while carrying a lighter class load and still complete their educations in the normal 13 years.

Q. Didn't the State of Texas adopt something like a trimester last year?

A. Well, yes and no. The legislature there did pass a bill directing the Texas Education Agency to structure curriculum on 60-day terms. The act gives local districts the power to determine whether a summer quarter will be offered. The act, however, does not increase state aid per pupil if a fourth term is offered, so most Texas schools can be expected to offer three 60-day

quarters during the traditional academic year. This, in effect, produces a trimester schedule but the basic design is a quarter plan--which is the fourth heading we are talking about.

Nearly all of the programs in operation are variations of quarter plans. These plans--sometimes called quadrimester plans--may or may not offer more than 180 instructional days depending on a district's goals. Each quarter may be made up of from 45 to 60 days. The more important quarter plans are these.

The Voluntary Quarter System. Curriculum is revised into integral 60-day units as in the Texas situation. Pupils have the option of attending any three or all four quarters. Three Georgia districts have had their secondary grades (7-12) on this plan for three years. There are many more course options in terms of sequence, ability level, and sheer numbers of courses available to each pupil. Pupils whose economic support is needed at home can carry a lighter load in each of the four quarters, maintain employment, and complete the equivalent of three quarters of work in a 12-month span. All of the advantages noted before pertaining to remediation, enrichment, and acceleration obtain. The system is qualitative in emphasis. The major addition to current expense is in instructional salaries for the summer term. This could increase current expense approximately 20 percent. Since not all pupils can be expected to elect the summer quarter, actual increase is likely to be approximately seven to ten percent. Atlanta estimated its additional cost for its first summer quarter to be under three percent. This figure excludes the cost of curriculum revision.

Some New Jersey high schools are looking seriously at the five quarter plan. Sometimes called the quinmester plan, it divides the regular academic year into four 45-day quarters and offers a fifth 45-day quarter in summer. It has all of the advantages of the regular voluntary quarter system and is possibly a little more flexible. Several high schools in the Dade County, Florida, district have just completed their second summer quin.

The Staggered Quarter System. The traditional summer vacation is eliminated. Three-fourths of the pupil population is in attendance and one-fourth on vacation in each of the 60-day quarters. Traditional recesses are preserved. Space needs are obviously reduced 25 percent. Sources of opposition seem equally obvious. Most parents object to having their children in school virtually all summer; many admit they do not want the children home for prolonged periods in winter. The plan emphasis is quantitative.

The 45/15 System. The 45/15 system is designed solely to maximize space use. Each pupil attends school for 180 days and there need be no change in length of class periods or the school day. As in the staggered quarter plan, only three-fourths of the total enrollment is in attendance at one time. Pupils are divided into four groups geographically so that siblings and neighbors follow the same attendance pattern. Each group attends school for 45 instructional days and then has a 15 instructional day vacation. By staggering entrance dates so that groups begin attendance periods 15 days apart, the first

group will finish a 45-day attendance period and go on vacation the day the fourth group enters its attendance period. When the first group returns 15 instructional days later, the second group will have finished a 45 school day period and will begin a 15 school day vacation. The process continues through four such cycles in the course of 12 calendar months. All legal holidays and traditional recesses are preserved, and all schools close for two weeks in summer to allow for major maintenance projects. This plan is quantitative.

The outstanding examples of this kind of program are Valley View, Illinois, and St. Charles, Missouri. It's also been picked up in California and New England.

Q. Why have the quadrimester and quinmester programs been most successful?

A. It's probably because they (and the modified summer programs) are less of a departure from the *status quo* than some of the other plans. Changing the school calendar affects the whole community. Even when undertaken for sound educational reasons, change is threatening to some people. As we have more experience with calendar modification it should become more easy, but it seems now that the programs that are less of a marked change from the traditional are more likely to succeed.

Coordination with the schedules of receiving districts is another point to keep in mind. If a district is not organized K-12 these quarter programs cause no misalignment of pupil calendars when the children go on to the receiving district.

Q. What about the future of ESY?

A. No one can be sure, of course, but ESY has been discovered as a useful tool for improving education at little or no additional cost. It won't solve everybody's problems but it will do a lot of good for a lot of districts. Each time a district successfully implements a program, that should make it easier - and also translate into less expense - for other districts to implement a similar program.

As indicated earlier, programs that build the summer session into an integral part of the academic calendar seem to be most feasible and desirable now.

As for the more distant future, the only limits are our abilities to recognize the needs of children and our own imaginations. Think about this: suppose that we, in spirit as well as in structure, really used the concepts of extended school year programs, individually guided education, needs assessment, educational technology and the community school. The schools would be open all day long, all year long to the whole community. The children would go through the more formal educational program at their own paces - more time for some, less time for others.

IV. SPECIFIC QUESTIONS THAT NEED TO BE ANSWERED WHEN CONTEMPLATING AN EXTENDED SCHOOL YEAR

Students:

- Which plan meets the needs of the pupils of the district best?
- What curriculum changes are needed?
- What provisions are there for acceleration?
- How many periods may a student attend without a break? Could a student attend two periods and be out two periods?
- How will subjects be rotated so that all students have the same opportunity each attendance period?
- How will student participation in extracurricular programs be handled for that period when he is out of school?
- When can students graduate and get a diploma?
- How will credits toward graduation be distributed?
- How will transfer students both in and out of the district be handled?
- Will the program reduce drop-outs and failures?
- Will all of the members of a family be in school at the same time?
- How will student support be developed?
- How will final grades be obtained?
- Will students be required to participate or will there be voluntary participation?
- Will students in other school attendance areas be allowed to participate?
- How will counselor contact be maintained?

Community:

- Will there be actual savings in money for the taxpayer?
- How disruptive will the program be to the community way of life?
- Will this program improve the status and stature of the school?
- How will the community react to having some of the students out of school all year?
- Will there be planned community recreation activities for students who are out of school other than in the summer?
- How do you develop public support?
- How do you develop parental support?
- Will the school calendar be coordinated with other community agencies?
- Can parents change the periods that their students are off each year so that they can change vacation times?

Teachers:

- May teachers teach two terms, three terms or four terms?
- How will their salary be computed?
- How will reassignments be handled when a teacher returns from his/her term of being off duty?
- How will you select teachers who wish to teach all year?

Once a teacher is selected for the total year, how long may he remain in that position?

Will teachers be moved from school to school?

What happens to a teacher's materials in the classroom during that term when he is not in the room?

How will the accrual of sick leave and other benefits be determined?

How will tenure be computed?

How will teacher evaluation be handled?

Will evaluation be handled differently for a teacher who teaches three terms as compared to the one who teaches four terms?

How do you develop faculty and staff support?

What new type of training structure and inservice programs will be needed for teachers?

How will teacher recruitment be handled?

Administration:

Will special education be on an extended year?

How will budgets drawn from the general budgets still provide or maintain continuing effort?

How will Title programs be extended?

How will bussing plans be affected?

How will new scheduling techniques be handled?

What is the sequential order of activities for planning and implementing an extended school year operation?

How will building maintenance be handled?

What role will air-conditioning play?

Is the calendar of implementation realistic?

What systems of evaluation will be used?

V. BIBLIOGRAPHY

Extended School Year Materials

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Department of Education)

BIBLIOGRAPHY

I. EXTENDED SCHOOL YEAR MATERIALS

Books, Pamphlets, Articles and Conference Reports

American Association of School Administrators. *9+ The Year-Round School*. Washington, D.C.: The Association, 1970.

Defines four major extended school year plans: (1) a staggered quarter for all, (2) a full 48-week schedule, (3) a voluntary summer program, (4) a summer program for professional personnel. Discusses in detail the multiple trails plan. Thirty-six page pamphlet; includes a 140 item bibliography.

Arkansas School Study Council. *Mt. Sequoyah National Seminar on Year-Round Education*. Fayetteville, Arkansas: Arkansas School Study Council, 1969. Eric No. ED 040 498.

Publication includes excerpts of thirteen speeches delivered at the first national seminar on year-round education, established as a clearinghouse of information related to extended school year plans. Sixty-six page report includes a general summary of speeches, lists of seminar consultants and participants.

Bauman, W. Scott. *The School Calendar Dilemma - A Solution for the Approaching Crisis*. Eugene, Oregon: Bureau of Business and Economic Research, Oregon University. Eric No. ED 033 436.

Five page article based on address presented at a conference sponsored by the Florida State Department of Education. Suggests combating the rising costs of education by substituting a four-quarter rotational program for the traditional school calendar.

Beckwith, Robert M. *A Practical Adventure for American Education. The "Valley View 45-15 Continuous School Year Plan."* Lockport, Illinois: Valley View School District #96, Research and Development Office, undated.

Describes the 45 day school attendance and 15 day vacation plan of Valley View School District in Romeoville, Illinois. Gives historical background of the decision and early planning activities. Provides thorough description of advantages, operational details, and problems. Raises and answers general questions about the plan and offers suggestions concerning planning and implementation.

Cammarota, Gloria; Stoops, John A.; and Johnson, Frank R. *Extending the School Year*. Washington, D.C.: Association for Supervision and Curriculum, National Education Association, 1961.

Several organizational plans for summer programs are discussed with preference given to the voluntary one providing enrichment and improvement education for students and in-service education for teachers. Guiding principles for development of such a

program are presented. The programs in Rochester, Minnesota and Langhorne, Pennsylvania are discussed as models. Sixty pages.

Cole, Wilma, *The Year Round School*. Paper presented at the National Association of Elementary School Principals Annual Meeting. Cleveland, Ohio: April 17-22, 1971. Eric No. ED 050 455.

Address describes how the Francis Howell School district overcame problems of student overpopulation through the adoption of a calendar providing nine week sessions followed by a three week vacation. Some of the problems encountered since the inception of the program in July, 1969, and the solutions that were developed are discussed.

Coutts, H. T. and Bergen, J. J. "A Modified School Year". *Education Canada IX* (September, 1969), pp.23-27.

Provides background and proposes modified school year plan for Alberta, Canada. Plan involves a shift to semester courses to permit two entry times to college and to permit options for both students and faculty. Rescheduling the semesters to have Christmas as the interim between semesters, and having a summer half-session for remedial or acceleration study are other major provisions. Advantages and limitations are noted.

Florida Department of Education, Florida Technological University, and Brevard County School System. *Proceedings of Third National Seminar on Year-Round Education*. Cocoa Beach, Florida: The Department of Education, 1971.

Summation of seminar presentations by leading authorities on year-round education. Comprehensive 150 page report on three day seminar provides up-date on feasibility studies in progress and on the designs being tested across the country. Definitions, operational distinctions, advantages, and consequences are spelled out. Provides guidelines for working with community. Lists locations of local and state studies and pilot programs.

Fulton County School District. *Atlanta's Twelve-Month School-the Four-Quarter Plan*. Atlanta, Georgia: The School District, 1968.

A checklist for school business administrators on the problems of implementing and operating a twelve-month school year. Indicates briefly how these issues were dealt with in Metro Atlanta.

Hermansen, Kenneth L. and Gove, James R. *The Year-Round School: The 45-15 Breakthrough*. Hamden, Connecticut: Linnet Books, 1971.

154 page comprehensive study of the Valley View 45-15 Year-Round School plan. Chapters one through five treat the history of school calendar revision, condensing and evaluating many year round school proposals. Chapters six through twelve record the development of the Valley View plan through legislature, administrative and policy actions; faculty relations, community communication and problems of scheduling, management and finances are discussed. Chapters thirteen through sixteen analyze the outcome of the plan in Valley View. This section describes the Oak View Elementary School, designed and built to house a year-round school and community program, and offers guidelines for a successful transition to a year-round program.

Jefferson County Board of Education. "Nine Month School Year Out!" *Your Jefferson County Schools* XIX:3 (June, 1970).

Jefferson County's (Kentucky) four-quarter plan is presented as logical alternative to the present school year. Criteria behind selection of four-quarter and specific advantages are outlined. Implementation tasks are noted and the calendar presented. Questions frequently asked about the plan are specified along with answers. The format of the eight page newsletter suggests a public relations model.

McLain, John D. *The Flexible All-Year School. A Plan to Break the Lock-step in Education and Facilitate Full Employment of the Work Force*. Clarion, Pennsylvania: Research-Learning Center, Clarion State College, 1969.

Seventeen page booklet describes a research model of a year-round school design distinguished by time schedules individualized for students, their families, and teachers. Views the school as a learning center, with the community and its resources as the "classroom." Includes consideration of the special education student.

Miller, Van. "Pondering the Year-Round School." *Illinois Education* XXXI:9 (May, 1969), pp. 381-384.

Brief historical sketch and description of current situational factors behind interest in year-round plans. Three plans--the summer school, rotating trimester, and rotating quarter--are outlined. The concise article highlights various impacts of year-round programs and concludes that such programs would result in a more professional staff, a better educational arrangement for students, and greater efficiency in use of school dollars.

National Education Association, Research Division. *The Rescheduled School Year*. Research Summary 1968-S2. Washington, D.C.: The Association, 1968.

Thirty-nine page pamphlet describes nine extended school year programs: (1) traditional summer school plan, (2) rotating four-quarter plan, (3) continuous four-quarter plan, (4) continuous school year or continuous progress plan, (5) multiple trails plan, (6) modified summer school plan, (7) trimester plan, (8) quadrimester plan, and (9) extended K-12 plan. Assesses advantages and disadvantages of each. Examines impact of extended year programs on curriculum, teacher, and pupils. Includes a 62 item bibliography.

National School Public Relations Association. *Year-Round School: Districts Develop Successful Program*. Washington, D.C.: The Association, 1971.

64 page booklet examines various plans, programs and systems for rescheduling the school year, lists pros and cons of the year-round concept, analyzes reaction of teachers, administrators, students and the general public. Outlines relevant legislation and the results of feasibility studies for year-round education in many states. Briefly notes alternatives to ESY such as the four day week or a shorter school year. Concludes with six case studies of working year-round school programs.

New Jersey Education Association. *Extended School Year*. Trenton, New Jersey: The Association, Report No. 101, 1971.

Eleven page pamphlet defines a variety of claims and counterclaims raised by advocates and detractors of "extended school year" plans. Includes considerations of setting, pros and cons, various plans, cost, pertinent laws and a summary statement. Lists a 28 item bibliography.

New Jersey School Boards Association. *Report of the Committee to Study the Extended School Year*. Trenton, New Jersey: The School Boards Association, 1970.

Outlines and compares five basic extended school year plans: (1) trimester plan, (2) quadrimester plan, (3) extended semester plan, (4) extended summer plan, (5) continuous learning year (multiple trails plan). Provides planning guidelines and models. Includes a 36 item bibliography.

O'Dell, Alan M. *A General Report on the Becky-David Year-Round School Plan*. St. Charles County, Missouri: Francis Howell School District, 1970.

Describes the rationale, initiation, and operational basics of year-round school plan in a Missouri elementary school. Parental and teacher concerns and evaluation are noted and analyzed. Research evidence of program impact on pupil learning and school climate is outlined. The concise report also includes financial and administrative consequences and recommendations for further research.

Perry, Ione L. *Post-Conference Report: Extended School Year Conference*. Tallahassee, Florida: Florida State Department of Education, Division of Curriculum and Instruction, 1969.

71 page report comprises papers presented by consultants involved in planning and operating year round programs across the country. Selected bibliography included.

Rothstein, Hy. "Quinmester Extended School Year Plan: Dade County Public Schools, Miami, Florida." *Journal of Health, Physical Education and Recreation* XL11 (September, 1971), p. 30.

Describes the health and physical education program developed for the quinmester system initiated in Dade County, which consists of five 9-week sessions extended over the 12-month school year.

San Diego Department of Education. *Proceedings of the Fourth National Seminar on Year-Round Education*. San Diego, California: The Department, 1972.

Summation of seminar presentations by leading authorities on year-round education. Includes 28 articles by conference participants describing ongoing programs across the country and proposing new designs for extended school year programs.

Scala, Anthony W. "Year-Round School." *National Association of Secondary School Principals Bulletin* LIV (March, 1970), pp. 79-89.

Analyzes the practical and emotional forces of resistance to summer programs and

proposes as a solution a voluntary trimester plan with summer as the elective "third semester." The Syosset (NY) Senior High School program is examined in some detail as a model for this extended school year plan.

Thomas, George I. "It's Time to Reschedule the School Year." Paper presented at the Annual Meeting of the National School Boards Association, Miami Beach, Florida: April, 1969. Eric No. ED 629 394.

While most administrators are primarily interested in the economies offered by the extended school year, it is the opportunities for increasing educational quality which should receive primary attention. The knowledge explosion in the past 70 years dictates this focus. There are four basic ways of rescheduling the school year: (1) the staggered quarter plan and its many variations, in which the schools operate year-round with vacations spread throughout the year; (2) the extended school year (204-212 days), with economies arising from student acceleration; (3) the summer school programs for remedial, makeup or enrichment work; and (4) the Multiple Trails Design. The Multiple Trails Design is the most flexible of the plans since it does not rely on term rotation or acceleration to achieve desired goals and it allows educators to be innovative. It allows for individualized programs, acceleration, and enrichment, and gives teachers time for individual development. Computers programmed with many rescheduled school years will soon be ready to provide individual school districts with programs which will best fit their needs and conditions. Vacations are becoming year-round phenomena and should not hinder year-round schools as they did in the past.

Wehmhoefer, Roy A. *The Twelve-Month School Year, A Study of the Advantages and Disadvantages of the Four-Quarter System*. Chicago, Illinois: Cook County Public Schools, 1968. Eric No. 022 252

Reviews the literature on the staggered four-quarter plan and discusses in detail its advantages and disadvantages.

Whitsitt, Robert Craig. *Considerations on the Year-Round School*. Spring Valley, New York: Lakeside School, 1971.

Views the continuous progress program as the key to tapping the potential of the year-round plan. Describes the continuous progress program at Lakeside, a non-graded elementary school, and points out the advantages and obstacles to incorporating that program into a year-round schedule.

II. DOCUMENTS AND REPORTS

Alam, Sami J. *The Four Quarter Plan and its Feasibility for the Port Huron Area School District*. Lansing, Michigan: The Michigan State Department of Education, 1970.

Describes the community and the basis for the study. Traces the history of the year-round school and describes briefly four types of year-round plans. The assigned

vacation quarter plan, viewed as alleviating overcrowding without requiring additional buildings, was selected for in-depth study of its educational feasibility. The results detail impact of the plan on curriculum, scheduling, athletics, maintenance, budget, students, staff and community. Procedures and instruments used in implementing the study are outlined in detail in this 268 page report. An extensive bibliography, partially annotated, is provided.

Atlanta Public Schools. *Effective Instruction, A Report on the Four-Quarter Plan of Organization*. Atlanta, Georgia: Atlanta Public Schools, 1968. Eric No. ED 028 544.

Describes four quarter plan implemented by Atlanta Public Schools in 1968 in 34 page report. Gives background and rationale for year round education, organizational structure established for revising the curriculum, samples of courses, reports to parents and pupils concerning the program.

Craigmile, James L. and Hymer, Roberts. *An Educational Evaluation of the Year-Round Schedule in Becky-David Elementary School*. St. Charles, Missouri: Francis Howell School District, 1970.

Thirty-five page report analyzing the educational effects of the Becky-David year-round school plan. Describes the plan, which divides students into four groups, each attending school for nine weeks followed by a three week vacation. Includes data on reading and arithmetic scores among Becky-David 4th through 6th graders and a control group. Presents results of polls measuring parental attitudes and opinions.

Cuddy, Edward H. *The Year Round School or the Rescheduled School Year*. Indianapolis, Indiana: Warren Township Independent School District, 1969. Eric No. ED 041 364.

In depth study (119 pages) examines literature on the year round school concept, the experiences of those who have tried it, and recent trends in this direction. Describes ten different plans for year round schools, assesses year round schools in general, and discusses the year round program of Warren County. Includes an overall summary and bibliography of 59 sources.

Delaware State Department of Public Instruction. *Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools*. Dover, Delaware: The Department, Division of Research and Publications, 1969. Eric No. ED 036 886.

Summarizes findings of feasibility study based on a literature survey, school visitations, and consultations with leading authorities. Classifies rescheduled school year plans into three types: staggered attendance, summer program, and extended term. Analyzes and compares the three types. Includes a 90 item bibliography and a comparative cost analysis of the traditional year plan versus the extended school year plan.

Finchum, R. N. *Extended Use of School Facilities*. School Plant Management Series. Washington, D.C.: Department of Health, Education and Welfare Report No. OE-21035. Office of Education. Eric No. ED 018 071.

Extended school year programs in nine representative districts are examined in 108 page study. Reviews practices of facility utilization beyond the standard school schedule by school and non-school groups. Presents concepts of extended day, week and year and purposes of such extensions. Selected bibliography.

Francis Howell School District. *Becky-David Year-Round School Questionnaire*. St. Charles, Missouri: Francis Howell School District, 1971.

Text and results of questionnaire distributed to parents of children attending the Becky-David Year-Round School. Analyzes answers according to the cycles in which the children were enrolled, separating data for the primary and intermediate school. Includes representative comments made by parents for each question.

Freeland Community Schools. "STAY" -- *Start Teaching All Year*. Freeland, Michigan: Extended School Year Study Committee, Freeland Community Schools, 1970.

421 p. comprehensive report proposes a total operational program for a tri-semester year-round school in which attendance would be compulsory in three 80-day tri-semesters. In depth examination of student scheduling, teacher contract provisions, and curriculum revision including course outlines for all subjects. Includes consideration of the maintenance program, auxiliary staff, transportation, the hot lunch program, community evaluation, and air conditioning. Concluding chapters deal with the history and future of Freeland, financial data, and a building needs comparison.

Fulton County Board of Education. *Fulton County Schools Four Quarter Plan*. Atlanta, Georgia: The Board, 1969. Eric No. 049 548.

Sixty-one page report describes the Fulton County course offerings, about 70% of which are quarter courses independent of each other. Lists graduation requirements and course descriptions in twelve subject areas. Describes briefly scheduling procedure.

Gillis, Reid. *The Twelve Month School. A New Approach*. Croft Leadership Action Folio No. 11. New London, Connecticut: Croft Educational Services, 1970.

A three part document in folio form. Each section contains a four page dissertation and supporting tables, appendices, exhibits, bibliographies. Part A reviews the need, outlines the benefits, and discusses the rationale for the year round school. It includes a comparative chart of the characteristics of five extended school year designs. Part B reviews the steps necessary in planning a new curriculum reflecting the flexibility of a four quarter plan. It includes sample departmental programs, course outlines, and teacher guidelines for the new curriculum from the Fulton County Schools in Atlanta, Georgia. Part C outlines procedures for implementing the plan and informing the public, teachers and students. The exhibits include possible topics for speeches, representative newspaper reports, new forms for student records, transcripts and report cards from the Fulton County Schools.

Glinke, George B. *The Extended School Year: A Look at Different School Calendars as Proposed by Various School Districts in America*. Utica, Michigan: Utica Community Schools, 1970.

Furnishes definitions, operational details including calendar specifics, and advantages of sixty-seven extended school year plans. Nine calendars presented in chart or tabular detail.

____ *The Extended School Year: A Look at Different Calendars as Proposed by Various School Districts in America. A Thumbnail Sketch*. Utica, Michigan: Utica Community Schools, 1971.

Definition of terms. Thirty-nine common year-round educational plans defined in terms of school calendar.

____ *Extended School Year Programs Found in the United States and Canada, 1966-1970*. Utica, Michigan: Utica Community Schools, 1971.

Lists in chronological order, locates by state and county, and briefly outlines extended year school studies, conferences, or pilot programs throughout the U.S. and Canada during the period 1966-1970.

____ *How to Organize a Community Study on Year-Round Education*. Utica, Michigan: Utica Community Schools, 1971.

Describes the early stages of implementation of a year-round plan in Utica. Focuses particularly on techniques successfully used to involve the community and to secure its initial support. Points out subsequent steps in implementation.

____ *People to Contact for Additional Information on Year-Round Schools*. Utica, Michigan: Utica Community Schools, 1970.

Gives names and addresses of year-round school authorities throughout the United States.

____ *A Position Paper on the Optional Five-Term Year-Round Educational Plan*. Utica, Michigan: Utica Community Schools, 1970.

Recommends the optional five-term year-round educational plan. Includes specifics of (1) creating a new school year of 47 day terms with one term vacation at the option of the student and family, and (2) developing a series of mini-courses in grades K-12 to be offered in three or four and half-week blocks.

____ *A Tooling Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phases III and IV 1971-1976*.

Reviews the five phases of implementing the optional five-term year-round school design in Utica, and provides a framework for moving into phase III, curriculum

development. Includes a preliminary cost analysis for specified personnel and tasks of phases III and IV (pilot program). Supplies details on the structure and purposes of the curriculum standing committee along with suggested patterns for developing new term course labels and syllabi.

_____. *Types of Change and Sample Questions With the Optional Five-Term Year-Round Education Plan*. Utica, Michigan: Utica Community Schools, 1971.

Describes advantages of year-round education in Utica Schools. Outlines difficulties and changes to be expected. Lists sample questions the community is likely to ask.

_____. *The Year-Round Educational Movement. It's Historical Implications on Today's Urbanized Culture*. Utica, Michigan: Utica Community Schools, 1970.

Examines historical data on various extended school year programs from the early 1800's to date. Describes factors related to the growing interest in year-round plans and outlines recent research evidence on the feasibility of such plans. Lists schools experimenting with year-round programs.

_____. *Year-Round Education, "The Utica Story"*. Utica, Michigan: Utica Community Schools, 1970.

Outlines the evolvement of the five-term optional year-round school program in Utica. Details advantages, public relations strategy, curriculum considerations, and implementation details and recommendations.

Gove, James R. and Page, J. Patrick. *Feasibility Study of Full Year Public School Operation. (Valley View 45-15 Continuous School Year Plan)* Lockport, Illinois: National Center for Educational Research and Development, 1970. Eric No. ED 048 524.

Comprehensive 262 page report describing the 45-15 plan in detail. Gives a background of the school district, analyzes effects of the 45-15 plan on school and community, chronologically summarizes significant events that followed implementation of the plan. Reprints of newspaper articles discussing the plan are included.

Grand Forks School Board. *The Extended School Year: A Feasibility Study*. Grand Forks, North Dakota.: The School Board, undated.

Report presents a model extended school year program for consideration by the Grand Forks School Board. The proposed calendar projects a 220 day attendance cycle with 40 days "Scheduled out" for each student. Report focuses on student and staff scheduling, building modifications, equipment and related factors. Presents a differentiated staffing model and a curriculum development proposal. Summarizes financial data.

Hamilton, Clarence A. *A Financial Evaluation of Becky - David Year-Round School*. St. Charles, Missouri: Francis Howell School District, 1970.

Document of thirty-two pages analyzes the economic advantages and disadvantages of the year-round school plan devised for the Becky-David primary and intermediate school in its first year of operation. Reviews the research procedures and interviews with school personnel used in developing the plan. Examines the effects of the new schedule on major areas of expense: administration, teacher salaries, food services, operations and maintenance, and transportation. Makes recommendations for budgeting procedures and accounting systems.

Henson, E. Curtis. *The Four-Quarter School Year*. Atlanta, Georgia: Atlanta Board of Education, 1970.

Sixty-one page report outlines the origin, development and implementation of the four quarter program designed for the eight school systems serving metropolitan Atlanta. Describes the organizational structure set up to design the curriculum and redefine administrative and personnel tasks. Includes a typical student schedule and answers to frequently asked questions. Appendices: Course guides in Mathematics and English, flow charts in science and mathematics, procedures for revising course offerings, complete list of English courses, conversion table for changing Carnegie units into quarter hours, high school graduation requirements, calendar for two school years.

Lemon, Donald and Thompson, John. *The Extended School Year (A Survey of Citizens Attitudes)*. Grand Forks, North Dakota: University of North Dakota, 1968.

Presents seven classifications of citizen opinion and concerns about different aspects of the extended school year. Gives teacher perspectives on special problems. Provides model for assessing impact of program on community and teachers.

McLain, John D. *Considerations for Economy and Quality Education Through Year-Round Schools*. Clarion, Pennsylvania: Research-Learning Center, Clarion State College, 1969.

Outlines pressures for all year schools. Classifies and briefly describes nine different all-year school designs. Analyzes living patterns, educational standards, and economic factors that must be considered in any design and compares the nine designs on the basis of those variables. Views the flexible all-year plan as the most effective, and points up the special advantages and limitations of that plan. Sixty-three pages.

Michigan Department of Education. *Feasibility Studies for Extending the Regular School Year*. Lansing, Michigan: The Department, 1970.

A summary and synthesis of six different extended school year feasibility studies conducted in eight Michigan school districts in 1970. The plans examined included the four-quarter mandated (staggered four-quarter), the mandated trimester, the modified split trimester, and the five-term or continuous school year. Presents, in tabulated and summary form, details on the community reaction to the year-round concept, and financial implications. Public relations strategies are also outlined.

Montgomery County Public Schools. *Twelve-Month Use of Schools*. Rockville, Maryland: The Public Schools, 1969.

Describes the pros and cons of the year-round school and examines results of experimental programs in (1) Atlanta, Georgia, (2) Fort Lauderdale, Florida, (3) New York State, (4) San Juan, California, and (5) Tallahassee, Florida. Notes questions remaining unanswered.

New York State Education Department. *Application of the Extended School Year Concept to a Board of Cooperative Educational Services Occupational Training Program*. Albany, New York: Bureau of Occupational Educational Research, New York State Education Department, 1969.

Account of a pilot extended school year program in three counties designed to provide vocational training as part of the regular school program and to assess the value of operating the occupational center during the summer months. Provides data on the increased number of students served by the center through year round use of equipment and facilities. Includes recommendations, topical outlines, financial data, and suggested scheduling formats.

Northville Public Schools. *Year-Round School: Is it Feasible?* Northville, Michigan: The Department of Education, undated.

180 p. feasibility study of a four-quarter plan of year-round operation for the Northville public schools. Briefly reviews literature on existing programs. Lists advantages and disadvantages of various approaches to year-round operation, discusses calendar and curriculum implications, describes public relations program. Includes 40 tables based on results of community, student and teacher surveys, numerous reprints of news articles.

Pennsylvania Department of Education. *Year-Round School*. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1971.

Ninety-two page document describes the background of the debate on flexible scheduling vs. the traditional school calendar, and the implications of the enactment of Pennsylvania's Act 80, which provides the legal basis for the year round school in Pennsylvania. Identifies the characteristics, advantages, and disadvantages of a staggered plan for all students, voluntary summer school, a continuous school year on the 45-15 plan, and a trimester plan. Analyzes different patterns which have developed in different communities, including the Flexible All-Year School, the Valley View 45-15, the Five Year Optional Year Round School, the Las Vegas Urban High School. Lists planning stage considerations, indicates possible implications of the YRS for the curriculum, students, teachers, and community. Bibliography, appendices including attitude surveys for administrative staff, teachers, students, members of the community.

Petterson, Carl Emmanuel. *The Extended School Year in the State of Utah*. Salt Lake City, Utah: Utah State Board of Education, 1969. Eric No. ED 022 267.

This study examines the extended school year and summer school program supported by the State of Utah during the summer of 1965. Facts, statistics, opinions,

and other information enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: (1) An oral interview with each district superintendent, (2) a personal visit to selected schools, and (3) questionnaires distributed to a random sample of parents, students, and teachers. The results of the study led to five recommendations: (1) The summer program should be continued and expanded, (2) increased communication and cooperation is needed between the community and the schools in the formulation of summer programs, (3) class size of the summer program should be investigated further, (4) student transportation should be improved, and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer.

Piele, Philip K. *Rescheduled School Year Plans*. Eugene, Oregon: Center for Advanced Study of Educational Administration, Oregon University, 1971. Eric No. ED 047 419.

Four page literature review, based on abstracts of documents announced in *Research in Education*. Compiles information on the rescheduled school year. Following the review is a list of the 18 documents cited, their costs, and availability.

Rogge, William M. *Planning a Year-Round School Operation (A Case Study of the Valley View School District 45-15 Plan)*. Lockport, Illinois: Valley View School District, January, 1971

Describes the planning and collection of data for beginning a year-round operation including student achievement, teacher opinions, community opinions and costs of operation. Covers the problems of student scheduling, teacher scheduling and winning community support which are considered to be the major obstacles to successful implementation of year-round plans. Rationale for evaluation, research design, conclusions and recommendations are included. Lists 17 references used in the study. Appendices include: (A) Instruments used in the study including questionnaire for teachers, questionnaire for community people, interview protocol, priority concerns, check list and feedback on interviewers, (B) The Valley View 45-15 continuous school year plan, (C) Illinois legislation and state office guidelines affecting year-round school operations, (D) Opinions and attitudes of professional staff toward 45-15 plan as of June 9, 1970, (E) Student achievement and ability, (F) Community survey questionnaire, (G) Community interviews, and (H) Fiscal analysis.

Simmons, James C., and Garvue, Robert J. *An Examination of the Socio-Economic Implications of the Adoption of Individually Prescribed Instructional Systems by School Systems*. Tallahassee, Florida: Department of Educational Administration, Florida State University, 1969. Eric No. ED 031 801.

Paper presents findings from a study of the social and economic effects of adopting individually prescribed instruction programs by elementary and secondary schools. Study procedures involved: (1) visitation of schools where IPI had been adopted, (2) comparison of IPI and current systems so that the major differences might be isolated, and (3) interviews with community leaders, educators and others. This 101 page

report divides the subject into three main areas central to a program of IPI: a continuous year-round school program, differentiated staffing and the individual rate of student progress. Difficulties are discussed and recommendations made. Bibliography.

Thomas, George Isaiah. *Extended School Year Designs--An Introduction to New Plans of School Organization Which Can Result in Financial Economies and Provide More Education for All Pupils*. Albany, New York: New York State Education Department, 1966.

Explores elementary and secondary school organization plans based upon lengthening the school year to reduce by one or more years the total period of schooling. Presents practical information on (1) continuous school year plan, (2) trimester plan, (3) quadrimester plan, (4) modified summer plan, and (5) extended K-12 plan. Required curriculum adjustments for each plan are discussed. Examines the effects of each plan upon students, teachers, school facilities, school finance, and curriculum.

Setting the Stage for Lengthened School Year Programs -- A Special Report Prepared for the Governor and the Legislature of New York. Albany, New York: New York State Education Department, 1968.

Annotation omitted. **SHOULD READ:** Describes and compares several extended school year designs created for economy and increased educational opportunity. Presents specific findings, conclusions and recommendations relative to (1) continuous progress design, (2) modified summer school, (3) trimester design, (4) quadrimester design, (5) extended K-12 plan, and (6) multiple trails plan.

U.S. Department of Health, Education and Welfare. *Year-Round Schools: The 45-15 Plan*. PREP Report No. 27. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1970.

Report summarizes characteristics and advantages of the 45-15 plan, includes chart of the Valley View, Illinois scheduling plan. Discusses problems of pupil, teacher and classroom scheduling. Examines the legal dimensions to year round plans and relevant research on effectiveness. Various aspects of preparing for implementation of a 45-15 plan are covered, including responses to typical questions from the community. Thorough examination of financial considerations for YRS in general and Valley View in particular; includes cost breakdown per pupil in Valley View before and after implementation of 45-15. Includes conclusions and recommendations, bibliography, listing of ERIC materials.

Utica Community Schools. *The Optional Five-Term Year-Round Educational Plan - Phase II: The Communications Phase*. Utica, Michigan: Utica Community Schools, 1971.

Comprehensive (280 page) study documenting the research and communications on the year-round school concept carried out by the Utica Community School District. Summarizes 1970 feasibility study, develops an optional five-term year round educational plan, describes extensive public relations program, identifies possible target level and location of a pilot year-round school, describes a tooling-up plan with a cost analysis. Appendices include a position paper, proposal for in-service training, script of slide

presentation, history of year-round education. Also included are a list of extended school year programs in the United States and Canada, a list of year-round school educators, and term course descriptions in major subject areas.

Valley View Elementary Schools. *The Year of Forty-Five Fifteen: Teacher's General District Handbook*. Lockport, Illinois: Valley View School District No. 96, 1970.

Booklet designed to inform and assist teachers in the Valley View School District. Includes a history of the district, organizational information, special district programs, discussion of student relations and professional philosophy.

Wilcox, Edward F. *Progress Report: Extended School Year Project*. Providence, Rhode Island: The State Department of Education, April, 1971.

Collection of materials related to extended school year plans used by the Commission to Study the Feasibility of Extending the School Year. Includes list of study areas for planning committee consideration, educational needs to be served by the project, appendices giving information about activities of specific school districts.

III THESES AND ABSTRACTS

Glinke, George B. *The Four-Quarter Staggered School Year*, a Feasibility Study. Utica, Michigan: Utica Community Schools, 1970.

Compares several plans and finds the optional year-round plan best for Utica. Provides list of advantages and outlines five phase ten-year program for testing, evaluating, and selecting a year-round plan for Utica. Abstract includes a table of contents of the feasibility study and a bibliography.

Research and Information Services for Education. *Report on the Extended School Year*. Abstract and Summary, 1969.

Eleven page document sketches the history of the extended school year movement and describes briefly different plans in operation. Identifies, describes, and analyzes in summary form three major categories of plans: (1) the 48 week school year, (2) the staggered enrollment system, (3) extended summer program.

Scala, Anthony W. *A Survey of the History and Current Status of the Extended School Year in Selected Public Schools of the United States*. (Doctoral dissertation, St. John's University) Ann Arbor, Michigan: University Microfilms, 1971. No. 69-4118.

Gives historical overview of U.S. extended year programs and their legal parameters. Describes sixty-six programs in the U.S., focusing particular attention on four extended school year experiments in New York State. Investigates the financial implications of the extended school year. Includes instruments used to gather data on extended school year programs.

IV FILMSTRIPS AND BIBLIOGRAPHIES

Glinke, George B. *A List of Bibliographical Materials for Year-Round Schools*. Utica, Michigan: Utica Community Schools, 1970.

A list of available resource materials including (1) books, (2) periodical articles, (3) pamphlets, (4) newspaper articles, (5) unpublished feasibility reports, (6) dissertations, (7) feasibility study for year-round schools in Utica.

Materials Published Dealing With Year-Round Educational Movement (Extended School Year) Between 1969 and 1971. Utica, Michigan: Utica Community Schools, 1971.

A list of mimeographed materials by George B. Glinke, Director of Year-round Education in Utica Community Schools.

IKE Films. *The 45-15 Continuous School Year Plan*. (Filmstrip) Batavia, Illinois: undated.

Audio-visual description of the 45-15 Continuous School Year Plan from community census to implementation. Describes origin of the plan in the problems of the district, development and advantages of the 45-15 design.

Northville Public Schools. *Year-Round School: Is it Feasible?* (Filmstrip) Northville, Michigan: The Department of Education, undated.

Presentation script for a filmstrip prepared to assist in informing the community about the Year-Round School Concept proposed for the Northville schools.

Whitney, H. and Piele, P., comp. *Annotated Bibliography on Year-Round School Programs*. Eugene, Oregon: Eric Clearinghouse on Educational Administration, Oregon University, 1968. Eric No. ED 023 199.

This annotated bibliography is a selected listing of 11 books and pamphlets, three dissertations, and 31 articles on year-round school programs published since 1962. The documents listed explore the effects on cost and educational quality of (1) staggered quarter plans, (2) quarter system plans, (3) staggered trimester plans, (4) split trimester plans, (5) trimester system plans, (6) extended K to 12 plans, and (7) summer school plans, as well as give suggestions for implementing such plans.

**School and Community
Study Model**

W P SHOFASTALL PH.D.
SUPERINTENDENT



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MEMORANDUM

November 30, 1972

TO: Committees, Administrators, and Board Members

FROM: Hadley A. Thomas, Director
Extended School Year Program

SUBJECT: Suggested model for school and community involvement in extended school year program study and development.

The following model has been successfully used by several districts for an ESY study and implementation. It is being offered for your consideration.

Major questions which should be answered prior to making a decision as to the desirability of program change are as follows:

1. What does research say about the Extended School Year? (Analysis)
2. How many Extended School Year Concepts are there and what are they?
3. Where are there programs operating under the Extended School Year Program? What can they tell us?
4. Where are there some schools who operated under such a program but have discontinued it? Why and what do they say about it?
5. Which Extended School Year Concept would be best for this district? Why?
6. How much would it cost to operate under an Extended School Year Program?
As compared to the Traditional Program?
 - a. Pupil Enrollment and Staff Needs
 - b. Facility Needs
7. What aspects of the present program would require changing? Can they realistically be changed and how?
8. What procedure should be followed, including timetable, if the district moved to the Extended School Year?
9. What is the community's attitude toward the ESY?
10. What are the legislative restrictions on guidelines for the ESY?

The complete involvement of the staff and community is most desirable in undertaking a study of the Extended School Year Concept. These questions can best be answered by the following model for committees.

A. Steering Committee

1. Goals
 - a. To interpret Board charges.
 - b. Establish subcommittees.
 - c. Coordinate subcommittees.
 - d. Evaluate subcommittee reports and make recommendations to the Board of Education.
 - e. Committee to consist of:
 - (1) President of Board of Education
 - (2) Superintendent of Schools
 - (3) Principal
 - (4) Teacher
 - (5) Chairman of each Subcommittee

B. Subcommittee for Research

1. Goals
 - a. Collect and evaluate all available data and research.
 - b. Communicate with districts who are utilizing or have utilized the ESY Program.
 - c. Provide data/research needed by other subcommittees.
 - d. Committee to consist of:
 - (1) Two Principals
 - (2) Five Teachers
 - (3) Five Citizens

C. Subcommittee for Concept and Implementation

1. Goals
 - a. Evaluate the various concepts of the ESY and recommend the most desirable concept for the district.
 - b. Develop suggested procedure for transition to the ESY Program.
 - c. Evaluate areas of the present curriculum which would be affected by a change to the ESY.
 - d. Recommend necessary action and/or direction resulting from the evaluation of the effect of the ESY on our present program.
 - e. Committee to consist of:
 - (1) One Board Member
 - (2) Two Principals
 - (3) Five Teachers
 - (4) Six Citizens
 - (5) Four Students (H.S.)

D. Pupils, Facilities, Staff and Finances Subcommittee for:

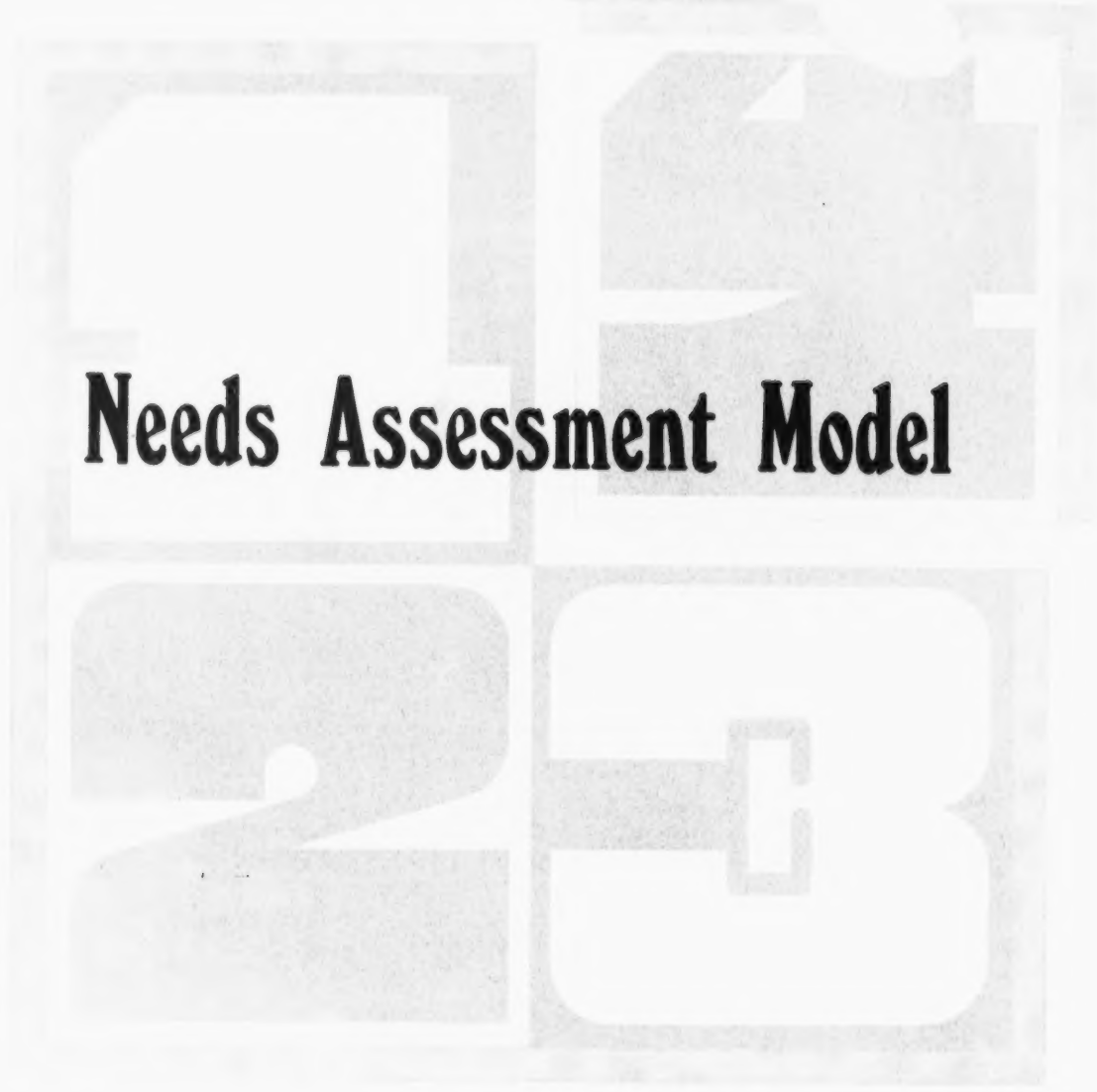
1. Goals
 - a. Study District needs covering all areas under this committee as they relate to the operation of the present program.
 - b. Study District needs covering all areas under this committee as they relate to the operation of the ESY.
 - c. Submit recommendations regarding facility, staff and financial needs of the District for a minimum of five years as needed for our present program and for ESY Program.

Memo to Committees, Administrators, and Board Members
November 30, 1972
Page Three

- d. Committee to consist of:
 - (1) Two Board Members
 - (2) Two Principals
 - (3) Business Manager
 - (4) Five Teachers
 - (5) Five Citizens

E. Subcommittee for Survey and Publicity:

- 1. Goals
 - a. Conduct, tabulate and interpret a community attitude survey.
 - b. Work with all subcommittees in developing recommendations for a publicity program during the term of this study.
 - c. Carry through a publicity program.
 - d. Committee to consist of:
 - (1) One Board Member
 - (2) One Principal
 - (3) Three Teachers
 - (4) Ten Citizens
 - (5) Five Students from School or Schools (H.S.)



Needs Assessment Model

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT



Arizona
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1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-5198

December 1, 1972

MEMORANDUM

TO: Administrators, Committees, and
Board Members

FROM: Hadley A. Thomas, Director ESY Program

SUBJECT: ESY Needs Assessment Survey Model

December 1, 1972

This instrument has been used in a multiple-district survey in Oklahoma. It was developed and field tested by Mr. B. C. Head in a Title III project on the year-round school. It has several good features and if it is used within the guidelines set out by Mr. Head, it can be of value to the District.

F1/bg/01

SCORING FOR NEEDS ASSESSMENT SURVEY

A positive indication on any single item in any series is not in and of itself sufficient cause to mandate a year-round school plan. The professional school staff should look at the overall school situation and then examine the results of the Needs Assessment Survey in the light of the total school situation. A judgment decision must be made by the school district using both their knowledge of the schools needs and the evidence indicated by the Needs Assessment Survey instrument. Simply running a survey and objectively scoring the results does not obviate the responsible school authorities of their responsibility to make the final determination. The survey instrument can not do this for them, it can only provide them with some of the information which they will require to enable them to make an intelligent decision.

Series S = Students

Series P = Parents

Series A = Administrators

Series T = Teachers

Series E = Employers

SCORING FOR NEEDS ASSESSMENT SURVEY - SERIES S

A change to a twelve-month school plan is indicated if:

1. The responses to choice "A" are a minority of the total.
2. Any Special Field with twenty or more responses cannot be satisfactorily taught within the current curriculum.
3. The Career Fields with twenty or more responses cannot be satisfactorily taught within the current curriculum.
4. The majority of the responses are 6, 9 or 12 weeks.
5. The majority of the responses are "The beginning of the year."
6. The majority of the responses are "No."
7. Non-summer activities are selected by 30% or more.
8. The majority of the responses are "C."
9. The majority of the responses are "B."

SCORING FOR NEEDS ASSESSMENT SURVEY - SERIES P

A change to a twelve-month school plan is indicated if:

1. The responses to choice "A" are a minority of the total.
2. Any Special Field with twenty or more responses cannot be satisfactorily taught within the current curriculum.
3. The career fields with twenty or more responses cannot be satisfactorily taught within the current curriculum.
4. The majority of the responses are 6, 9 or 12 weeks.
5. The majority of the responses are the "Beginning of the year."
6. The majority of the responses are "No."
7. Non-summer activities are selected by 30% or more.

SCORING FOR NEEDS ASSESSMENT SURVEY - SERIES A

A change to a twelve-month school plan is indicated if:

1. The response to choice "A" is a minority of the totals.
2. The Special Fields with two or more responses cannot be satisfactorily taught within the current curriculum.
3. The career fields with two or more responses cannot be satisfactorily taught within the current curriculum.
4. The total of "B" and "C" responses is greater than the number of "A" responses.
5. The majority of the responses are 6, 9 or 12 weeks.
6. A. The total exceeds 50%.
B. The total exceeds 10% of your ADA.
C. The total exceeds 5% of your ADA.
7. The majority of the responses are the "Beginning of the year."
8. The majority of the responses are "No."
9. Any of the respondents selected 6 or 12 months.
10. The summer cost is more than 1/3 of the September 1 to May 31 cost.
11. The summer crime rate is more than 1/3 of the September 1 to May 31 figure.
12. A. The number of days is in excess of 10.
B. Any response.
13. Any of the respondents circled the "Yes" response.

SCORING FOR NEEDS ASSESSMENT SURVEY - SERIES T

A change to a twelve-month school plan is indicated if:

1. The responses to choice "A" are a minority of the total.
2. The Special Fields selected by 2% or more of the total number of respondents cannot be satisfactorily taught within the current curriculum.
3. The career fields selected by 2% or more of the total number of respondents cannot be satisfactorily taught within the current curriculum.
4. The total of "B" and "C" responses is greater than the number of "A" responses.
5. The majority of responses are 6, 9 or 12 weeks.
6. The majority of the responses are the "Beginning of the year."
7. The majority of the responses are "No."
8. Any of the respondents selected 6 or 12 months.
9. Non-summer activities are selected by 30% or more.
10. The majority of the respondents selected "B" and "C."
11. Any of the respondents circled the "Yes" response.

SCORING FOR NEEDS ASSESSMENT SURVEY - SERIES E

A change to a twelve-month school plan is indicated if:

1. The responses to choice "A" are a minority of the total.
2. The Special Fields selected by 2% or more of the total number of respondents cannot be satisfactorily taught within the current curriculum.
3. The career fields selected by 2% or more of the total number of respondents cannot be satisfactorily taught within the current curriculum.
4. The sum of "C" and "D" is a majority of the responses.

LEARNER NEEDS

Is there a learner need for the following:

1. Increased educational opportunity.
2. Career educational opportunities.
3. Reducing educational loss during vacations.
4. Shorter learning times - mini-courses.
5. Flexible entry times.
6. Improved teacher attitudes.
7. Student leadership in course offerings.
8. Immediately repeat failures.
9. Continuous extracurricular activities.
10. Easily revised curriculum.
11. Flexible scheduling.
12. Varied vacation experiences.
13. Closer supervision.
14. More space.
15. More specialized teachers.
16. Assurances of safer plant equipment.
17. The opportunity to accelerate.
18. A feeling of class unity.

NEEDS ASSESSMENT MASTER CHART

Needs	Survey Forms				
	Series S	Series P	Series T	Series A	Series E
1	1 & 2	1 & 2	1 & 2	1 & 2	1 & 2
2	3	3	3	3	3 & 4
3	-	-	4	4	-
4	4	4	5	5	-
5	-	-	-	6 A&B	-
6	5	5	6	7	-
7	1 & 2	1 & 2	1 & 2	1 & 2	1 & 2
8	-	-	-	6 C	-
9	6	6	7	8	-
10	-	-	8	9	-
11	-	-	8	9	-
12	7	7	9	-	-
13	-	-	-	10 & 11	-
14	8	-	10	-	-
15	1 & 2	1 & 2	1 & 2	1 & 2	1 & 2
16	-	-	11	12 & 13	-
17	Will be measured on a later survey				
18	9	-	-	-	-

The number appearing within the graph is the item number which measures the need on the survey form for each column. For example, need number 16 is measured by item 11 on survey form Series "T" and is measured by items 12 and 13 on survey form Series "A."

NEEDS ASSESSMENT SURVEY - SERIES S

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities?
Place an "X" in the space provided beside the major learning areas of your choice.

A. _____ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

Special Fields

B. _____ Social Science

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

C. _____ Business and
Political Fields

Accounting
Advertising
Business Administration
and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government,
Public Administration, Foreign
Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

D. _____ Scientific Fields

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics

Major Areas

Special Fields

E. _____ Agriculture and
Forestry Fields

Mathematics or Statistics
Meteorology
Oceanography
Physics
Physiology
Zoology

Agriculture
Wildlife Management
Forestry
Soil Conservation

F. _____ Health Fields

Dental Hygiene
Dentistry
Dental Assisting
Dental Technology
Medicine
Medical Technology
Nursing (Practical)
Nursing (Registered)
Occupational Therapy
Physical Therapy
X-Ray Technology and Radiology

G. _____ Arts and
Humanities Fields

Arts and Sculpture
Architecture
Creative Writing
Drama and Theater
English and English Literature
Foreign Language and Literature
Journalism
Music
Philosophy
Radio-TV Communications
Speech

H. _____ Engineering Fields

Aeronautical
Agricultural
Architectural
Automotive
Chemical
Civil
Electrical
Industrial
Mechanical
Nuclear
Engineering Technology

Major Areas

Special Fields

I. _____ Trade, Industrial and
Technical Fields

Air Conditioning
Automotive
Aviation
Clothing and Dry Cleaning
Construction
Drafting
Electricity and Electronics
Industrial Arts
Laboratory Technology
Mechanical
Metal and Machine
Printing and Paper

2. From the list of the Special Fields found within the previous list of Major Areas, circle the subjects which you would most like to study. (Circle no more than a total of three.)
3. On the following list, circle the 1 or 2 careers which at this time you would most like to pursue.

Agricultural
Business
Clerical
Construction
Mechanical
Military
Professional
Sales
Technical

4. At which point during the school year does your interest in learning drop (decline)? Circle your choice.

6 weeks 9 weeks 12 weeks 18 weeks 36 weeks

5. At which time during the school year are you most enthusiastic toward your teacher? Circle your choice.

Beginning of the year.

1/3 of the way through the year.

1/2 or later in the year.

6. Do you feel that you are able to participate in enough extracurricular activities: Circle your choice.

Yes

No

Needs Assessment Survey - Series S, Page 4

7. What leisure time activity do you prefer? Circle your choice.

Travel, hunting, snow skiing, swimming, camping, boating and water skiing
rodeo, fishing, snow mobiling, trail biking, other _____.

8. In an average size classroom, do you learn easier if the room: (Circle the letter beside your choice.)

A. Has all desks occupied.

B. Has a few empty spaces.

C. Is only 2/3 filled.

9. Do you think of yourself more as: (Circle the letter beside your choice.)

A. A member of a grade (class) such as 5th grade, or junior class, or
more as

B. A member of your school.

NEEDS ASSESSMENT SURVEY - SERIES P

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. _____ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

Special Fields

B. _____ Social Science

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

C. _____ Business and
Political Fields

Accounting
Advertising
Business Administration
and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government,
Public Administration, Foreign
Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

D. _____ Scientific Fields

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics

Needs Assessment Survey - Series P, Page 2

<u>Major Areas</u>	<u>Special Fields</u>
	Mathematics or Statistics Meteorology Oceanography Physics Physiology Zoology
E. _____ Agriculture and Forestry Fields	Agriculture Wildlife Management Forestry Soil Conservation
F. _____ Health Fields	Dental Hygiene Dentistry Dental Assisting Dental Technology Medicine Medical Technology Nursing (Registered) Occupational Therapy Physical Therapy X-Ray Technology and Radiology
G. _____ Arts and Humanities Fields	Arts and Sculpture Architecture Creative Writing Drama and Theater English and English Literature Foreign Language and Literature Journalism Music Philosophy Radio-TV Communications Speech
H. _____ Engineering Fields	Aeronautical Agricultural Architectural Automotive Chemical Civil Electrical Industrial Mechanical Nuclear Engineering Technology

Major Areas

Special Fields

I. Trade, Industrial and
Technical Fields

Air Conditioning
Automotive
Aviation
Clothing and Dry Cleaning
Construction
Drafting
Electricity and Electronics
Industrial Arts
Laboratory Technology
Mechanical
Metal and Machine
Printing and Paper

2. From the list of the Special Fields found within the previous list of Major Areas, circle the subjects which you feel your child (children) would have the greatest interest. (Circle no more than a total of three.)
3. On the following list, circle the 1 or 2 careers which you feel your child (children) has the greatest need for additional training to better insure future employment.

Agricultural
Business
Clerical
Construction
Mechanical
Military
Professional
Sales
Technical

4. At which point during the year does your child's (children) interest in learning decline? Circle your choice.
- 6 weeks, 9 weeks, 12 weeks, 18 weeks, 36 weeks
5. At which time during the school year is your child (children) most enthusiastic toward his (her) teacher (s)?
- ____ A. Beginning of the year.
- ____ B. 1/3 of the way through the year.
- ____ C. 1/2 of later in the year.

Needs Assessment Survey - Series P, Page 4

6. Do you feel that your child (Children) is able to participate in enough extra-curricular activities? Circle your choice.

Yes

No

7. What leisure time activity does your family prefer? Circle your choice.

Travel, hunting, snow skiing, swimming, camping, boating and
water skiing, rodeo, fishing, snow mobiling, trail biking,
other _____.

NEEDS ASSESSMENT SURVEY - SERIES A

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. _____ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

<u>Major Areas</u>	<u>Special Fields</u>
B. _____ Social Science	History Home Economics Library Science Psychology Social Work Sociology American Civilization Minority Studies Education
C. _____ Business and Political Fields	Accounting Advertising Business Administration and Management Business and Commercial Data Processing Economics Finance Military Political Science, Government, Public Administration, Foreign Service or International Relations Public Relations Salesmanship and Retailing Secretarial Science
D. _____ Scientific Fields	Anthropology Archaeology Astronomy Biology Botany Chemistry Geography Geology or Geophysics

Needs Assessment Survey - Series A, Page 2

<u>Major Areas</u>	<u>Special Fields</u>
	Mathematics or Statistics Meteorology Oceanography Physics Physiology Zoology
E. _____ Agriculture and Forestry Fields	Agriculture Wildlife Management Forestry Soil Conservation
F. _____ Health Fields	Dental Hygiene Dentistry Dental Assisting Dental Technology Medicine Medical Technology Nursing (Practical) Nursing (Registered) Occupational Therapy Physical Therapy X-Ray Technology and Radiology
G. _____ Arts and Humanities Fields	Arts and Sculpture Architecture Creative Writing Drama and Theater English and English Literature Foreign Language and Literature Journalism Music Philosophy Radio-TV Communications Speech
H. _____ Engineering Fields	Aeronautical Agricultural Architectural Automotive Chemical Civil Electrical Industrial Mechanical Nuclear Engineering Technology

Needs Assessment Survey - Series A, Page 3

Major Areas

Special Fields

I. _____ Trade, Industrial and
Technical Fields

Air Conditioning
Automotive
Aviation
Clothing and Dry Cleaning
Construction
Drafting
Electricity and Electronics
Industrial Arts
Laboratory Technology
Mechanical
Metal and Machine
Printing and Paper

2. From the list of the Special Fields found within the previous list of Major Areas, circle the subjects for which you feel the students of your school system have the greatest need. (Circle no more than a total of three.)
3. On the following list, circle the 1 or 2 careers which you feel the students have the greatest need for additional training to better insure future employment.

Agriculture
Business
Clerical
Construction
Mechanical
Military
Professional
Sales
Technical

4. At the beginning of each school year, how much time must teachers spend reteaching material the students forgot during the summer months?
- A. _____ None
- B. _____ 2 weeks
- C. _____ 9 weeks
5. At which point during the school year do the students' interest in learning appear to decline? Circle your choice.
- 6 weeks, 9 weeks, 12 weeks, 18 weeks, 36 weeks.

Needs Assessment Survey - Series A, Page 4

6. A. How many first grade students have birthdays which fall between (Inclusive) November 3rd and May 2nd?_____.
- B. How many students transferred in after the first week of school_____, and how many students left for any reason_____. The total of the adds and drops=_____.
- C. How many students failed any subject or course of instruction for the first semester of last year?_____.
7. At which time during the school year are the teachers most enthusiastic toward teaching?
- _____ A. Beginning of the year.
- _____ B. 1/3 of the way through the year.
- _____ C. 1/2 for later in the year.
8. Do you feel that the students are able to participate in enough extra-curricular activities? Circle your choice.
- Yes No
9. How much lead time do you require to make a significant revision in your curriculum? Circle your choice.
- 3 months 6 months
- 9 months 12 months
10. Last year what was the cost of vandalism to your school system:
- A. From September 1 to May 31,_____.
- B. From June 1 to August 31,_____.
11. From local police officials, how many juvenile crimes occurred last year:
- A. From September 1 to May 31,_____.
- B. From June 1 to August 31,_____.

Needs Assessment Survey - Series A, Page 5

12. A. In last summer's maintenance program, how many days were required for repair work (do not include preventive maintenance program)? _____.
- B. How many of the items were scheduled for summer repair because of some safety factor? _____.
13. During the last school year was your instructional program affected at all by the lack of some equipment which was unavailable for more than 10 days because of some needed repair?

Yes

No

NEEDS ASSESSMENT SURVEY - SERIES T

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. _____ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

Special Fields

B. _____ Social Science

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

C. _____ Business and
Political Fields

Accounting
Advertising
Business Administration
and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government,
Public Administration, Foreign
Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

D. _____ Scientific Fields

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics

Needs Assessment Survey - Series T, Page 2

<u>Major Areas</u>	<u>Special Fields</u>
	Mathematics or Statistics Meteorology Oceanography Physics Physiology Zoology
E. _____ Agriculture and Forestry Fields	Agriculture Wildlife Management Forestry Soil Conservation
F. _____ Health Fields	Dental Hygiene Dentistry Dental Assisting Dental Technology Medicine Medical Technology Nursing (Practical) Nursing (Registered) Occupational Therapy Physical Therapy X-Ray Technology and Radiology
G. _____ Arts and Humanities Fields	Arts and Sculpture Architecture Creative Writing Drama and Theater English and English Literature Foreign Language and Literature Journalism Music Philosophy Radio-TV Communications Speech
H. _____ Engineering Fields	Aeronautical Agricultural Architectural Automotive Chemical Civil Electrical Industrial Mechanical Nuclear Engineering Technology

Needs Assessment Survey - Series T, Page 3

Major Areas

Special Fields

- I. Trade, Industrial and
Technical Fields

Air Conditioning
Automotive
Aviation
Clothing and Dry Cleaning
Construction
Drafting
Electricity and Electronics
Industrial Arts
Laboratory Technology
Mechanical
Metal and Machine
Printing and Paper

2. From the list of the Special Fields found with the previous list of Major Areas, circle the subjects which you feel the students in your school system would derive the greatest benefits. (Circle no more than a total of three.)
3. On the following list, circle the 1 or 2 careers which you feel the students have the greatest need for additional training to better insure future employment.

Agricultural
Business
Clerical
Construction
Mechanical
Military
Professional
Sales
Technical

4. At the beginning of each school year, approximately how much time must you spend reteaching material the students forgot during the summer months? Circle your choice.
- A. 1 Week B. 3 weeks C. 9 weeks
5. At which point during the school year do the students' interest in learning appear to decline? Circle your choice.
- 6 weeks, 9 weeks, 12 weeks, 18 weeks, 36 weeks.

Needs Assessment Survey - Series T, Page 4

6. At which time during the school year are you most enthusiastic toward teaching?

☐ A. Beginning of the year.
☐ B. 1/3 of the way through the year.
☐ C. 1/2 or later in the year.

7. Do you feel that the students are able to participate in enough extra-curricular activities? Circle your choice.

Yes No

8. How much lead time do you require to make a significant revision in your curriculum? Circle your choice.

3 months 6 months
9 months 12 months

9. What leisure time activity do you prefer? Circle your choice.

Travel, hunting, snow skiing, swimming, camping, rodeo, boating,
fishing, snow mobiling, trail biking, other_____.

10. Do you feel better able to teach in a classroom situation which:

☐ A. Has most of the desks occupied.
☐ B. Has several empty spaces.
☐ C. Is an open concept area.

11. During the last school year was your program affected at all by the lack of some equipment which was unavailable for more than 10 days because of some needed repair? Circle your answer.

Yes No

NEEDS ASSESSMENT SURVEY - SERIES E

1. In which of the following major areas do you feel the school system needs to offer additional learning opportunities? Place an "X" in the space provided beside the major learning areas of your choice.

A. _____ Current learning opportunities areas are sufficient.

If this response is checked, do not answer No. 2, go to No. 3.

Major Areas

Special Fields

B. _____ Social Science

History
Home Economics
Library Science
Psychology
Social Work
Sociology
American Civilization
Minority Studies
Education

C. _____ Business and
Political Fields

Accounting
Advertising
Business Administration
and Management
Business and Commercial
Data Processing
Economics
Finance
Military
Political Science, Government,
Public Administration, Foreign
Service or International Relations
Public Relations
Salesmanship and Retailing
Secretarial Science

D. _____ Scientific Fields

Anthropology
Archaeology
Astronomy
Biology
Botany
Chemistry
Geography
Geology or Geophysics

Needs Assessment Survey - Series E, Page 2

Major Areas

Special Fields

E. _____ Agriculture and
Forestry Fields

Mathematics or Statistics
Meteorology
Oceanography
Physics
Physiology
Zoology

Agriculture
Wildlife Management
Forestry
Soil Conservation

F. _____ Health Fields

Dental Hygiene
Dentistry
Dental Assisting
Dental Technology
Medicine
Medical Technology
Nursing (Practical)
Nursing (Registered)
Occupational Therapy
Physical Therapy
X-Ray Technology and Radiology

G. _____ Arts and
Humanities Fields

Arts and Sculpture
Architecture
Creative Writing
Drama and Theater
English and English Literature
Foreign Language and Literature
Journalism
Music
Philosophy
Radio-TV Communications
Speech

H. _____ Engineering Fields

Aeronautical
Agricultural
Architectural
Automotive
Chemical
Civil
Electrical
Industrial
Mechanical
Nuclear
Engineering Technology

Major Areas

Special Fields

I. _____ Trade, Industrial and
Technical Fields

Air Conditioning
Automotive
Aviation
Clothing and Dry Cleaning
Construction
Drafting
Electricity and Electronics
Industrial Arts
Laboratory Technology
Mechanical
Metal and Machine
Printing and Paper

2. From the list of the Special Fields found within the previous list of major areas, circle the subjects from which you feel the high school and junior high school students would most benefit. (Circle no more than a total of three.)
3. In which of the following career fields do you see the greatest need for training for future employment of high school graduates.

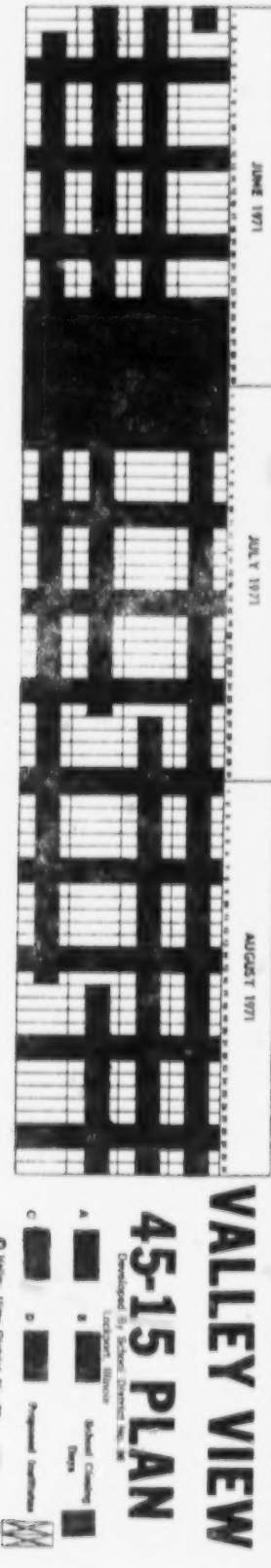
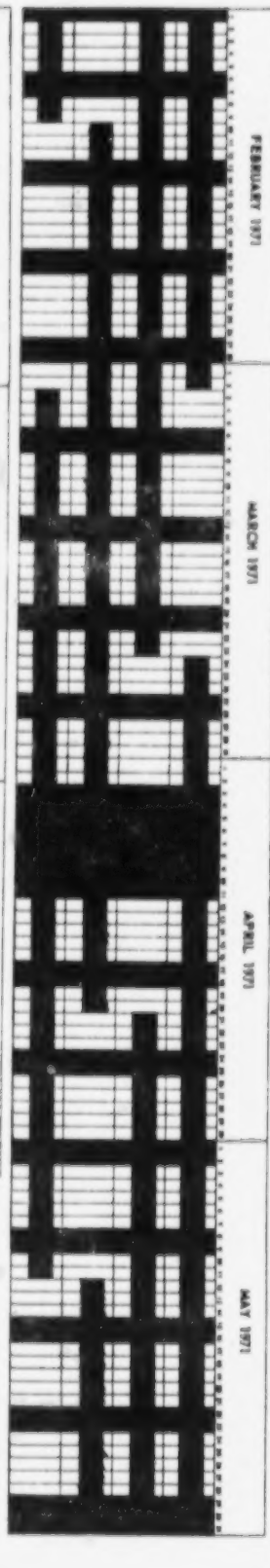
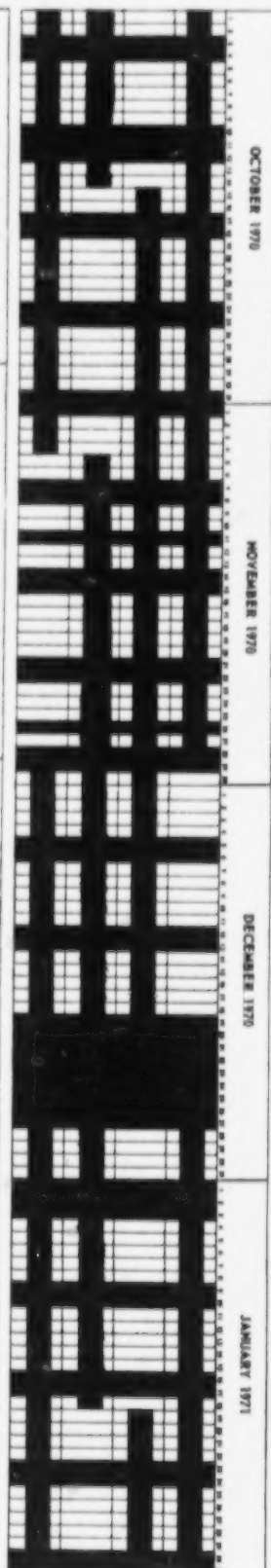
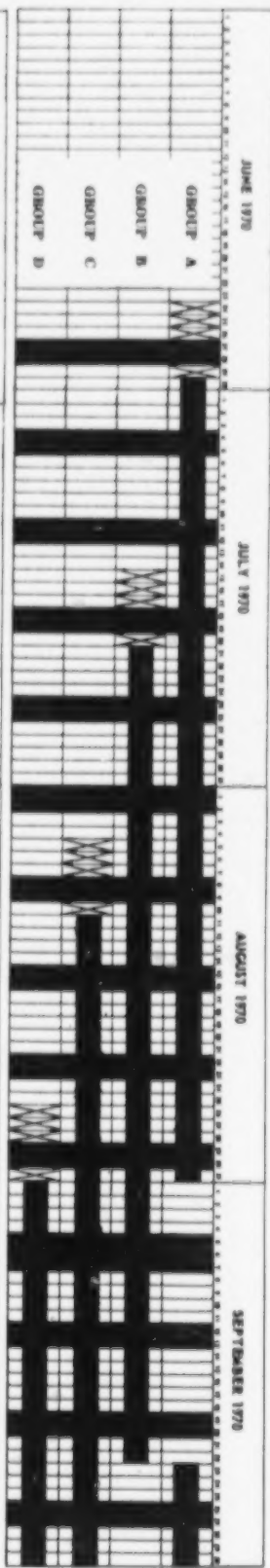
Agricultural
Business
Clerical
Construction
Mechanical
Military
Professional
Sales
Technical

4. How much part-time work experience do you feel the average student should have by the time of his graduation:
- A. A few weeks.
- B. 3 months.
- C. 6 months.
- D. 1 year or more

**Sample
School
Calendars**

45 - 15

**Four Quarter
Quinmaster**



VALLEY VIEW
45-15 PLAN
 Developed by School District No. 45
 Lincoln, Illinois
 A. School District
 B. School District
 C. School District
 D. School District
 © Valley View District No. 45 - 1980

FOUR QUARTER CALENDAR Jefferson County Schools Louisville, Kentucky

FALL QUARTER
PUPILS PRESENT - 59 Days

SEPTEMBER - 1972
M Tu W Th F
Aug. Sept.

28*	29*	30	31	1
4*	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

WINTER QUARTER
PUPILS PRESENT - 60 Days

DECEMBER - 1972
M Tu W Th F
November

28*	29	30	1	
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SPRING QUARTER
PUPILS PRESENT - 58 Days

MARCH - 1973
M Tu W Th F

5	6	7	8	9	2*
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

SUMMER QUARTER
PUPILS PRESENT - 58 Days

JUNE - 1973
M Tu W Th F

4*	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER - 1972
M Tu W Th F

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY - 1973
M Tu W Th F

1*	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL - 1973
M Tu W Th F

2	3	4	5	6
9	10	11	12*	13*
16	17	18	19	20
23	24	25	26	27
30				

JULY - 1973
M Tu W Th F

2	3	4*	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER - 1972
M Tu W Th F

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FEBRUARY - 1973
M Tu W Th F

				1	2
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	1*	March	

MAY - 1973
M Tu W Th F

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28*	29	30	31	1* June

AUGUST - 1973
M Tu W Th F

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☐ Days pupils will be in attendance
* Paid professional and In-service days or holidays

#Beginning of fall quarter
for the following year.

TRIMESTER SCHOOL CALENDAR

Month	Day	Legend	Days of School
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Trimester I

August	22	School Opens for Students	8
September	5	No School - Labor Day	20
October	3	No School - Teachers Conference	20
November	11	No School - Veterans Day	
November	24-25	No School - Thanksgiving Day	19
December	2	Last Day of School in Trimester I	<u>2</u>

Number of School Days in Trimester I

Trimester II

December	5	Start of Trimester II	
December	23	Last Day of School Before Christmas Recess	15
December	24-		
January	1	No School - Christmas Recess	
January	2	School Reopens	22
February	22	No School - Washington's Birthday	19
March	17	Last Day of School in Trimester II	<u>13</u>

Number of School Days in Trimester II

March	18-26	Spring Vacation	
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Trimester III

March	27	Start of Trimester III	5
April			20
May	30	No School - Memorial Day	22
June	30	Last Day of School in Trimester III	<u>22</u>

Number of School Days in Trimester III

Total Number of Days in School Year

1 1973

DEPARTMENT OF LAW
OFFICE OF THE
Attorney General
STATE CAPITOL
Phoenix, Arizona 85007

GARY K. NELSON
THE ATTORNEY GENERAL
FRANK SAGARINO
CHIEF ASSISTANT ATTORNEY GENERAL

January 10, 1973

Mr. G. W. Harrell
Deputy Superintendent
Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Dear Mr. Harrell:

This is in response to your letter of December 6, 1972, in which you asked whether, for those schools which have operated on an extended year basis as authorized by A.R.S. §§ 15-1137, et seq., the computation for the budget 6% limit check be based on the per pupil expenditure for the extended year or on the per pupil expenditure for the year before the beginning of extended operation, as would be listed in the prior year's budget.

We understand that, as a practical matter, extended year operation means simply keeping the schools in operation during the summer months. Air conditioning, as well as other added expenses for summer operation, will dictate a higher per pupil cost during that period. Since the budget is computed on a fiscal year basis, this higher summer cost will cause an overall increase in per pupil expenditure computed over the entire year, which increase may be beyond the 6% limitation imposed by A.R.S. §§ 15-1201, et seq.

The 6% limit check affords the district taxpayers a chance to ratify or veto per pupil spending representing any increase over 6% greater than the prior year's expenditure. A.R.S. § 15-1201 sets out the form for the school budget, including a formula for determining the amount of increase. If the increase is greater than 6%, A.R.S. § 15-1202.E requires that "the board of trustees shall call an election for the purpose of presenting the budget to the qualified electors of the school district who shall by a majority of those voting either affirm or reject such budget."

A.R.S. § 15-1201.01 sets out exceptions to this limitation, notably school districts employing four classroom teachers or less and districts which are establishing kindergartens for the first time.

Mr. G.W. Harrell
January 10, 1973
Page Two

A.R.S. §§ 15-1137, et seq., authorize school districts, with the cooperation and supervision of the Superintendent of Public Instruction, to operate on an extended year basis. A.R.S. § 15-1137.02.D says:

D. For any school or school district which operates on an extended school operation basis in cooperation with and under the supervision of the superintendent of public instruction all additional expenses occasioned by the extended school operation shall be excluded for the first twelve months operation only from the computation included in the budget six per cent limit check as prescribed by the terms of § 15-1201.

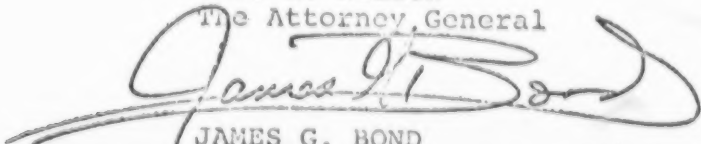
It is further to be noted that the language of the budget form, A.R.S. § 15-1201, and of the statute which directs the district board to seek voter approval for a budget representing an over 6% increase speaks in terms of "the past fiscal year". This language would necessarily denote that the increase must be computed on the basis of the last past year, rather than some past fiscal year picked for convenience such as the fiscal year before the initiation of extended year operations.

Construing these statutes together, and especially in light of the similarity of purpose of A.R.S. § 15-1137.02.D to the specific exception made for the first year of kindergarten operation, A.R.S. § 15-1201.01.D, the clear intent of the Legislature was that the decision to take advantage of operating schools on an extended year basis is not to be subject to a vote of district taxpayers on the ground that such operation would cause per pupil expenditures to rise beyond the 6% limit. This legislative intent would appear to apply to the decision to continue extended year operations as well as to initiate such operations.

For the reasons stated above, it is the opinion of this office that the 6% limit check for the year succeeding the first extended operations should be computed on the basis of per pupil cost as it is actually reflected over the entire fiscal year, including the additional cost per capita of extended year operations.

Sincerely,

GARY K. NELSON
The Attorney General



JAMES G. BOND

Assistant Attorney General